



FOR IMMEDIATE RELEASE
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**Vermont State Board Member Chosen to Serve on National Task Force
On State Actions to Develop Educators for the 21st Century**

Arlington, VA – The National Association of State Boards of Education (NASBE) is pleased to announce that Fayneese Miller, chair of the Vermont State Board of Education, has been selected to serve on a year-long NASBE study group — Preparation, Evaluation, Continuation & Compensation: A State Policy Agenda to Enhance the Teaching Profession — to examine educator preparation and professional development, their job performance evaluations, and the impact of the Common Core Standards on teaching.

“The work of the study group on teacher preparation, evaluation, and compensation is some of the more important work needed to be done during this time,” said Miller, “especially as our nation redirects its attention to ensuring that all of our children and youth are adequately prepared to face the many national and global challenges they will face in the future. Given the work of the Vermont State Board of Education and the Department of Education, this is a ripe time for Vermont to have a voice in this endeavor.”

The National Association of State Boards of Education (NASBE) conducts annual study groups to provide professional development to members of State Boards of Education, set organizational direction and priorities, and inform the state education policymaking process on key issues. As a member of the 2011 national task force, Miller will meet with other state board members, researchers, and policy analysts to examine a series of issues at the core of teaching and learning.

Task force members will examine:

- The preparation of new teachers—including the new model core standards for teachers by the Interstate Teacher Assessment and Support Consortium—and ongoing support and recertification for experienced teachers in order to assure a new level of capacity for addressing the academic needs of contemporary students;
- The methodology and implementation of comprehensive teacher evaluations in order to improve the performance of individuals and ensure the quality of the workforce;
- Teacher compensation, including the linkages between teachers’ performance, knowledge, experience, and responsibilities and what they earn.

The study group will issue a comprehensive report in October 2011 at the NASBE Annual Conference in Atlanta, GA. The group’s policy recommendations will be disseminated to

relevant stakeholders including members of Congress, federal officials, governors, chief state school officers, and local education policymakers.

The National Association of State Boards of Education represents America's state and territorial boards of education. NASBE exists to strengthen State Boards as the preeminent educational policymaking bodies for citizens and students. For more, visit www.nasbe.org.
